



March 4, 2024

Dear Superintendent Thompson:

Thank you for submitting the Buckeye On-Line School for Success Reading Achievement Plan. The Department appreciates your time and commitment in developing this comprehensive literacy plan. Ohio Governor Mike DeWine recently launched [ReadOhio](#), an exciting statewide effort to encourage improved literacy skills for all students, including the implementation of high-quality instructional materials and professional development aligned with the science of reading.

Your plan has been reviewed and is compliant with [Ohio Revised Code 3302.13](#). Below, the Department literacy experts have provided feedback highlighting the strengths of your plan and suggestions to bolster specific sections. Regional literacy specialists are available to support the implementation of your plan. Please reach out to your state support team or educational service center for implementation support.

Strengths of the Reading Achievement Plan:

- Plan shows root cause analysis that links student needs to curriculum/program choices.
- Plan links curriculum/program choices to educator professional learning.
- Plan demonstrates shared leadership supports through TBT and BLT teaming structures.

This plan will benefit from:

- Plan may benefit from community/stakeholder engagement.
- Plan may benefit from implementation supports such as instructional or peer coaching.
- Plan may benefit from an exploration in explicit TIER 3 supports.

The Reading Achievement Plan and this memo will be posted on the Department's [website](#). If Buckeye On-Line School for Success revises its Reading Achievement Plan and would like the revised plan to be posted to the Department's website, the request and the revised plan must be sent to readingplans@education.ohio.gov. If you have any questions, please email the same inbox.

On behalf of the Department of Education and Workforce and Director Dackin, thank you for all your efforts to increase literacy achievement for your students.

Sincerely,

Melissa Weber-Mayrer, Ph.D.
Chief of Literacy
Section for Literacy Achievement and Reading Success

READING ACHIEVEMENT PLAN

[Ohio law](#) requires each school district or community school that meets the following criteria, as reported on the past two consecutive report cards issued for that district or community school, to submit to the Ohio Department of Education and Workforce a Reading Achievement Plan by Dec. 31.

1. The district or community school received a performance rating of less than three stars on the Early Literacy measure.
2. 51 percent or less of the district's or community school's students scored proficient or higher on Ohio's State Test for grade 3 English language arts.

The recommended length for Reading Achievement Plans encompassing grades Kindergarten through grade 3 should be 25 pages. Comprehensive Pre-K through grade 12 Reading Achievement Plans are expected to be longer than 25 pages. Section headings in the template marked with an asterisk are required by state law.

DISTRICT NAME: Buckeye Online School for Success

DISTRICT IRN: 000417

DISTRICT ADDRESS: 119 E. Fifth Street, E. Liverpool, OH 43920

PLAN COMPLETION DATE: November 30, 2023

LEAD WRITERS: Madeline Baker, Amy Pryor, Jayma Allen

OHIO'S LANGUAGE AND LITERACY VISION

Ohio Governor Mike DeWine recently announced the [ReadOhio initiative](#), an exciting statewide effort to encourage improved literacy skills for all ages that includes the implementation of curriculum aligned with the science of reading in Ohio's schools. The Governor also [released a video](#) to explain what the science of reading is and why it is important.

In addition, the Ohio Department of Education and Workforce developed the [ReadOhio toolkit](#) to guide school leaders, teachers and families in this important work. The toolkit is filled with resources including the [Shifting to the Science of Reading: A Discussion Guide for School and District Teams](#), professional learning tools and practices for schools as they prepare for the start of the new academic year.

As described in [Ohio's Plan to Raise Literacy Achievement](#), Ohio's vision is for all learners to acquire the knowledge and skills to become proficient readers. The Ohio Department of Education and Workforce and its partners view language and literacy acquisition and achievement as foundational knowledge that supports student success. To increase learner's language and literacy achievement, the Department is urging districts and schools to use evidence-based systems and high-quality instruction, select high-quality instructional materials and employ culturally responsive practices.

CULTURALLY RESPONSIVE PRACTICE*

“Culturally Responsive Practice” means an approach that recognizes and encompasses students’ and educators’ lived experiences, cultures and linguistic capital to inform, support and ensure high-quality instruction. In a Culturally Responsive environment, educators have high expectations of all students, demonstrate positive attitudes toward student achievement, involve students in multiple phases of academic programming, and support the unique abilities and learning needs of each student.

The Department encourages districts and schools to consider Culturally Responsive Practices as Reading Achievement Plans are developed.

Please see the Department's [Culturally Responsive Practice program page](#).

Equity Gap Analysis Tool

Equity Component One: Equitable Student Access & Opportunity

Using evidence, select the level that best represents the school or district's implementation of each equity indicator: Best Practice (BP), Good Practice (GP), Developing Practice (DP), Not in Practice (NP), or Unaware (U).

Our School or District ...	Evidence of Implementation	BP	GP	DP	NP	U
1. reflects a commitment to equitable student access in a school plan or policy	Mission: The Buckeye Online School for Success is dedicated to educating all students in its diverse population by offering academic choices to meet their individual needs. Our school is committed to preparing lifelong learners and productive citizens, families, and communities utilizing cutting edge technology.			✓		
2. conducts a review of the policies, processes, and requirements to identify barriers for student participation in various course types	All students are provided with Chromebooks in order to attend all required classes.		✓			
3. refines policies, processes, and requirements for student participation in various courses	Students are required to attend all classes in their schedule. High school students who attend CCP classes have adapted schedules to allow them to participate in the CCP courses.		✓			
4. supports families in deciding the best opportunities for students' academic programming to meet their individual needs	Enrollment protocol; parent meetings; Student Services Director offers special meetings for families throughout the year.		✓			
5. ensures that each student has equitable access to technology that supports his/her learning experience	Each student is given his/her own Chromebook to access coursework. Programs used support acquisition of knowledge and usage is monitored.	✓				
6. uses data to support course completion and grade promotion for each student	Review of quarterly grades, review of OST and benchmark diagnostic data, Student Surveys			✓		

<p>7. reviews data to determine potential bias in special education placement and/or grade level retention</p>						✓
<p>8. implements a specialized plan to provide supports for retained students.</p>	<p>We have started providing intensive reading intervention for students retained in 3rd grade. Students with disabilities who are retained in 9th grade are placed with an Intervention Specialist who will be focusing on transition activities to encourage engagement and motivate participation. We have started to focus on retained students, however we have significant work to do in this area</p>			✓		
<p>9. establishes a process that engages students, families, and appropriate school staff to determine and identify (as needed) early learning and early intervention services and supports.</p>	<p>Dyslexia screening, Response to Intervention, Student/Family Surveys</p>		✓			
<p>10. conducts a thorough review of the school curricula with teacher, student, and family advisory committees to ensure the curricula reflect each student's unique learning needs.</p>	<p>Curriculum Maps, lesson plans, Teacher Evaluation process, UDL emphasis, IXL/i-Ready individualized instruction</p>		✓			
<p>11. conducts a thorough review of assessments to ensure they are bias free and positively represent the student populations.</p>	<p>Teachers are beginning to use UDL to address biases in learner variability. This is a work in progress. Curriculum maps; i-Ready diagnostic and individualized lessons positively represent the student population, as do Scholastic News lessons.</p>			✓		
<p>12. implements equitable and inclusive policies for student participation in extracurricular activities to support well-rounded programming for each student.</p>	<p>Field Trips; Some clubs</p>			✓		
<p>13. conducts a thorough review of our current use of funds to</p>	<p>Administrators are regularly reviewing funds and reporting to the school board.</p>		✓			

determine how to best support equitable student access.						
14. establishes an ongoing partnership with our neighboring districts and regional entities to support equitable student access initiatives	We work closely with SSTR5 and our sponsor (ESCLEW) to support equitable student access initiatives.			✓		
15. partners with local businesses, foundations, or non-profits to fund equitable student access initiatives	Rotary Club partnership			✓		
16. demonstrates a commitment to fiscal transparency in equitable student access efforts.	Required for districts receiving state funding		✓			
17. determines the appropriate allocations to support the differentiated needs in each school building to ensure student success.	Yearly review of needed programs/curricula Placement of classroom assistants, intervention specialists, etc. are determined based on the needs of all students to support differentiated needs are met and ensure student success.		✓			

Equity Component Two: Culturally Responsive Practices

Using evidence, select the level that best represents the school or district’s implementation of each equity indicator: Best Practice (BP), Good Practice (GP), Developing Practice (DP), Not in Practice (NP), or Unaware (U).

Our school or district	Evidence of implementation	BP	GP	DP	NP	U
1.reflects culturally responsive practices in a school plan or policy	The Buckeye Online School for Success is dedicated to educating all students in its diverse population by offering academic choices to meet their individual needs. School website	✓				
2. selects a research-based approach to culturally responsive practice that drives the daily education of students	structured literacy curriculum; PBIS framework		✓			

*Section headings marked with an asterisk are required by state law.

3. shares a common culturally responsive language	PBIS framework has same expectations for all students, empowers students, families, and teachers to have voice; school culture surveys to students, parents, teachers	✓				
4. engages in ongoing, job-embedded professional development with entire faculty and staff to enhance culturally responsive practices.	In service PD, UDL, PBIS, mid-year training, monthly PBIS liaison emails to all staff, RTI PD throughout the year	✓				
5. reviews curriculum and materials to ensure that they support culturally responsive instruction.	Curriculum maps, TBT meetings, various cultural foci; Scholastic News; Teacher awareness to adapt to students' cultures	✓				
6. collects formal and informal data to ensure that all students see themselves positively represented in the curriculum	Teacher walkthroughs; formal observations; staff surveys; PBIS committee includes parents/families		✓			
7. observes staff to determine if they are engaging in culturally responsive practice	Teacher walkthroughs; formal observations; staff surveys		✓			
8. incorporates cultural responsiveness in the human capital management system	Interview questions asked of prospective employees - focused on pedagogy, best practices; "How would you meet the needs of a culturally-diverse student body?"		✓			
9. incorporates cultural responsiveness in mentoring and induction programming	RESA covers how to diversity to meet the needs of culturally diverse student body		✓			
10. conducts a thorough review of the current use of funds to determine how to best support culturally responsive practice	Finance committee, admin team and treasurer determine the best use of funds for culturally responsive practices. Required for districts receiving state funding.	✓				
11. partners with local businesses,	Connections with Rotary and		✓			

foundations or non-profits to fund culturally responsive efforts	School Choice; Rotarians are choosing culturally diverse books to read for Read Across America Week					
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Equity Component Three: Student-Centered Learning

Using evidence, select the level that best represents the school or district’s implementation of each equity indicator: Best Practice (BP), Good Practice (GP), Developing Practice (DP), Not in Practice (NP), or Unaware (U).

Our School or District	Evidence of Implementation	BP	GP	DP	NP	U
1. Reflects a commitment to student-centered learning in a school/district plan or policy (e.g., mission, vision, strategic plan).	BOSS actively tailors academic choices to meet the individual needs of our diverse student population. The emphasis on collaboration with staff, families, and communities reflects our dedication to fostering an inclusive and supportive learning environment. By leveraging cutting-edge technology, BOSS not only prepares students for academic success but also positions itself as a center for educational and technological innovation. BOSS’s mission, vision, and strategic plan collectively serve as a demonstration of our commitment to student-centered learning.	✓				
2. provides training and support to the entire school community to develop student-centered learning practices.	Beginning of the year PD allows for training in new student-centered learning practices, such as iReady, Nearpod, Kaltura videos, and UDL. We are also able to meet with leaders in these areas to enhance and learn more ways to reach our students.		✓			
3. implements student-centered instructional programming in all classrooms.	Programs such as Nearpod, iReady, and IXL provide teachers with tools to create student-centered instruction. Diagnostic results from iReady or IXL are available for teachers to review to guide in creating student-centered lessons. Additional professional development opportunities are provided throughout the year to help teachers to implement UDL in their classrooms. Teachers are able to use these resources to implement student-centered instructional programming in all classrooms.		✓			
4. observes staff to determine if they are engaging in student-centered learning.	Lead Specialists and Coteachers observe and acknowledge personalized learning in the classroom. Resources are provided: PD’s, choice-board templates, videos and practice sites, etc. Also, support is provided for implementing student-		✓			

	centered learning in the classroom, and opportunity to evaluate and discuss the process after each attempt.					
5. acquires student input to inform and revise the implementation of student-centered instructional approaches (e.g., surveys, focus groups, informal feedback)	BOSS collects data from student surveys on a wide range of topics. The most recent fall survey had 181 student responses. This data is then analyzed and used to promote discussions and brainstorming. However, in the case of the most recent survey, the data doesn't seem to be targeting the implementation of student-centered instructional practices.			✓		
6. collaborative teams (e.g., school counselor, teacher, career-tech educators, student, family members) help to develop and support each student's customized academic program.	Through grade-level and subject-based TBT meetings, teachers from various disciplines discuss and collaborate to make educational decisions based on student needs to customize immediate instructional practices to best fit individualized students. IEP or academic plans are outlined clearly to include teacher, parent, and student input to create an appropriate educational setting/plan which is demonstrated throughout contact logs and progress reports. Student services collaborate with a variety of post-secondary opportunities via career presentations, parent informational sessions, and Q&A for students to customize transition opportunities for individualized students' needs.		✓			
7. conducts a thorough review of current use of funds to determine how to best support student-centered learning.	BOSS conducts an annual needs assessment through the OnePlan to determine school focus needs and where to direct funding. Student-centered learning has been a priority of school growth for about a decade. Much of the time during BLT meetings in the OIP is utilized to focus on professional growth in the area of student-centered learning.		✓			
8. demonstrates a commitment to fiscal transparency in student-centered learning efforts.	BOSS's school goals derived from the OnePlan are made available to the public and fiscal resources can be obtained through request.			✓		

Component Four: Diverse Staff of Excellent Educators

Using evidence, select the level that best represents the school or district's implementation of each equity indicator: Best Practice (BP), Good Practice (GP), Developing Practice (DP), Not in Practice (NP), or Unaware (U).

Our School or District ...	Evidence of Implementations	BP	GP	DP	NP	U
1.reflects a commitment to employing a diverse staff of excellent educators in a school plan or policy	hiring policy, implementation of mission and vision, prioritizing hiring educators who meet requirements of position		✓			
2. promotes the education profession to the K-12 student population.	Student Path lessons; Student Services director shares fliers from various organizations that promote various			✓		

	professions					
3. engages and supports local, diverse candidates in educator preparation programs.	Resident Educator Summative Program for Year 1 and Year 2 Educators		✓			
4. develops a recruiting plan that addresses student and staffing needs.	Partnering with ViewPoint to create advertising videos and materials to help recruit more students and staff			✓		
5. reviews hiring processes and procedures to look for bias.	hiring policy, implementation of mission and vision, prioritizing hiring educators who meet requirements of position			✓		
6. trains staff involved in employee selection to understand and identify biases in the hiring process.	SSTR5 trainings			✓		
7. implements an early hiring process to ensure that the highest number of high quality, diverse candidates are available for consideration.					✓	
8. reviews the placement policies and procedures for student assignment to teachers and leaders.					✓	
9. reviews the placement policies and procedures for teacher assignment to courses.	Teachers are placed in their area of expertise and licensure (Highly Qualified Teachers).		✓			
10. provides new employees with ongoing support through mentorship, meaningful collaboration and customized learning opportunities.	New teacher orientation; Resident Educator Summative Program for Year 1 and Year 2 Educators	✓				
11. offers opportunities for growth that align to employee goals to help employees remain engaged.	Teacher Leadership Teams: K-5, 6-8, 9-12; Building Leadership Teams, Positive Behavior Interventions and Supports framework, Attendance committees	✓				
12. reviews local equitable access data annually to identify						✓

staffing needs for our most economically disadvantaged and minority students.						
13. offers a comprehensive incentive package to attract, recruit, retain, and support the teachers necessary to meet staffing needs.	Teachers are paid on a scale based on education and experience and are eligible for benefits, and receive STRS. The focus on teacher training and support has increased in the past few years resulting in great retention.			✓		
14. engages with staff via focus groups to better understand their professional goals and needs so the comprehensive incentive package can attract them to teach in our district.	annual meetings between each educator and director			✓		
15. prioritizes diversifying the workforce to mirror the student population						✓
16. plans differentiated professional development that meets organization and/or individual employees' needs.	A variety of Professional development is offered throughout the year		✓			
17. conducts a thorough review of our current use of funds to create and sustain a diverse staff of excellent educators.				✓		
18. establishes an ongoing partnership with the neighboring districts and regional entities to support staffing needs	Local Educational Service Centers; SSTR5, and ESCLEW		✓			
19. partners with local businesses, foundations, or non-profits to fund diversifying educator workforce initiatives						✓
20. demonstrates a commitment to fiscal transparency in developing and sustaining a diverse staff of excellent educators.	Fiscal records are regularly monitored through our sponsor		✓			

Component Five: Family and Community Engagement

Using evidence, select the level that best represents the school or district's implementation of each equity indicator: Best Practice (BP), Good Practice (GP), Developing Practice (DP), Not in Practice (NP), or Unaware (U).

Our School or District ...	Evidence of Implementations	BP	GP	DP	NP	U
1. reflects family and community engagement in a school plan or policy	Parents and students give regular input in our PBIS committee monthly meetings; SSTR5 consultants also give input on our regular Building Leadership Team meetings.		✓			
2. builds capacity of all staff to implement the family and community engagement plan	Two scheduled Parent-Teacher Conferences per year; ParentSquare and Class Dojo; Monthly Newsletters sent by teachers to families		✓			
3. builds capacity of families to support child's education	K-3 Foundations' Phonics family newsletters; K-8th grades - i-Ready diagnostic family reports with what child can do and next steps sent home; Parent-Teacher Conferences; Parent meetings		✓			
4. creates a welcoming school environment for family and community members	BOSS PBIS - Positive Behavior Interventions and Supports - framework creates a positive, welcoming environment for students and families. Rotary Club members welcomed on site, as well as parents and families after local field trip; Family members, students, and community members also participate in our monthly PBIS committee meeting.	✓				
5. implements the family and community engagement plan through a collaborative team approach	PBIS committee members (including family, student, and community members alongside our PBIS committee staff) collaborate monthly with PBIS team.		✓			
6. engages students and families in various settings throughout the community	Field trips, in-person testing; Facebook	✓				

7. communicates to family and community members through effective modes in home languages.	ParentSquare, i-Ready family reports (available in Spanish and English); email; phone calls; ClassDojo	✓				
8. takes a tailored approach to address the needs of students and families	K-3 Skills for Success class is tailored to needs of students; K-8 i-Ready individualized lessons based on diagnostic results. IXL for high school		✓			
9. implements a variety of proven strategies to increase family participation.	Parent meetings; family members on PBIS committee; field trips	✓				
10. conducts family surveys or focus groups	Family surveys given at least twice a year	✓				
11. uses results from family surveys to inform decision making	Administrative and building leadership teams always take time to analyze results from the surveys and consider them to inform decision making.		✓			
12. includes a diverse group of families on teacher or school leader interview teams					✓	
13. includes a diverse group of families and community stakeholders on planning, steering, and/or advisory groups.	Our board is comprised of a diverse group of people who meet monthly to plan, steer, and advise our school		✓			
14. conducts community surveys or focus groups	We give student, teacher, and family surveys regularly.		✓			
15. uses results of community surveys or focus groups to inform decision making	Administrative and building leadership teams always take time to analyze results from the surveys and consider them to inform decision making.		✓			
16. leverages community resources to help address student and family needs	Our website has a list of community resources for our families. Our outside services provide a plethora of services for our students. Counseling services available.			✓		

Component Six: School Climate

**Section headings marked with an asterisk are required by state law.*

Using evidence, select the level that best represents the school or district’s implementation of each equity indicator: Best Practice (BP), Good Practice (GP), Developing Practice (DP), Not in Practice (NP), or Unaware (U).

Our School or District ...	Evidence of Implementations	BP	GP	DP	NP	U
1 promotes the importance of positive school climate in school plan	BOSS PBIS promotes a positive school climate; Staff get SafeSchool training every year; Students get lessons on subjects that affect personal and school safety through Common Sense Media.	✓				
2. conducts school climate surveys	We regularly conduct school climate surveys throughout the year.	✓				
3. uses school climate survey results to inform school climate improvements	Administrative and building leadership teams always take time to analyze results from the surveys and consider them to inform decision making.	✓				
4. provides training and PD to staff regarding identified school climate needs.	We provide PBIS training at the beginning and middle of the year and other times as needed. Many other PD opportunities are made available to our staff.		✓			
5. executes the school safety plan	Staff get SafeSchool training every year	✓				
6. executes the Emergency Management Plan	Emergency protocols are used as needed.	✓				
7. provides support to the school community when traumatic experiences occur.	Support is offered on a more individual case as needed as our student body is all over the state of Ohio and we do not collectively meet all together.			✓		
8. examines a wide range of student data to determine methods that reduce disparities among students with the highest discipline rates.	We have decision rules that include a variety of data points for students with the highest discipline rates.		✓			
9. creates a welcoming and inclusive school environment for both students and adults which meets Ohio's school	BOSS PBIS framework creates a welcoming, positive school culture for all students and adults. PBIS climate survey results.	✓				

climate guidelines						
10. implements Ohio's Social and Emotional K-12 Learning Standards	All K-12 grades have SEL curriculum provided and time in school schedule to use it.	✓				
11. provides ongoing opportunities for students to develop positive behaviors	Be a Buckeye BOSS mantra is renewed each month with the drawing of students names from each grade level for rewards of the students who received a Bravo in the previous month, Teachers will remind students of our 4 expectations as needed and give Bravos regularly to those who exhibit positive or improved behaviors.	✓				
12. provides nutritional food services, both in and out of school	Not applicable as we are an online school					N A
13.maintains a clean and safe physical environment	The BOSS office is regularly maintained and up to code.	✓				
14. partners with local health and wellness, mental and social service centers to support students who experience trauma.	We partner with our outside services to provide support for students who experience trauma.			✓		
15.provides training and support to the entire school community to understand the impact of trauma.	Safe Schools Training annually; variety of PD are offered throughout the year.			✓		
16. conducts a thorough review of the current use of funds to determine how to best support school climate	BOSS conducts an annual needs assessment through the OnePlan to determine school focus needs and where to direct funding. Creating a positive school climate has been a priority of our school for the last 5 years and appropriate funds have been allotted as necessary.	✓				
17. utilizes neighboring districts and other entities to support immediate school climate needs.	SSTR5 PBIS training and consultants regularly attend our PBIS committee meetings and collaborate with our team.			✓		
18. partners with local businesses, foundations, or non-profits to fund school climate improvements.					✓	

19. demonstrates a commitment to fiscal transparency in school climate work.	Fiscal records are regularly monitored through our sponsor	✓				
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SECTION 1: DISTRICT LEADERSHIP TEAM MEMBERSHIP, STAKEHOLDERS, DEVELOPMENT PROCESS AND PLAN FOR MONITORING IMPLEMENTATION*

SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP AND STAKEHOLDERS*

Insert a list of all leadership team members, stakeholders, roles and contact information. The Department encourages districts and community schools include team members from the early childhood providers that feed into the district or school.

Name	Title/Role	Location	Email
Madeline Baker	Elementary Principal	Buckeye Online School for Success	mbaker@go2boss.com
Amy Pryor	K-3 Literacy Specialist	Buckeye Online School for Success	apryor@go2boss.com
Jayma Allen	4-8 Literacy Specialist	Buckeye Online School for Success	jallen@go2boss.com
Sara Harris	3rd Grade Teacher	Buckeye Online School for Success	sharris@go2boss.com
Karla Dillon	Special Education Specialist	Buckeye Online School for Success	kdillon@go2boss.com
Karen Jones	Data Specialist/ interim Student Services Director	Buckeye Online School for Success	jkones@go2boss.com

**Section headings marked with an asterisk are required by state law.*

SECTION 1, PART B: DEVELOPING, MONITORING AND COMMUNICATING THE READING ACHIEVEMENT PLAN

Describe how the district leadership team developed the plan and how the team will monitor and communicate the plan.

After careful review of our diagnostic data, curricula, and state test results, our leadership team discovered some weak areas. Our early reading program did not have sufficient Phonemic Awareness instruction, and our 2nd and 3rd grade reading materials lacked explicit, systematic phonics instruction. We have added Heggerty Phonemic Awareness curriculum to our Kindergarten and First Grades and Wilson Foundation Phonics curriculum to our 2nd and 3rd Grades. We are incorporating systematic morphology instruction for Grades 3-5. Another area that is being addressed in this plan is teacher training in the Science of Reading as well as explicit, systematic, cumulative, and diagnostic instruction. Finally, we recognized the need to monitor adult implementation in the areas of direct explicit, systematic reading instruction.

We will monitor the curricular change in the following ways:

1. Compare diagnostic results in PH/PA domains from last year to this year.
2. Monitor curriculum pacing in teachers' curriculum maps
3. Cross-check student diagnostic results (in PH/PA domains) with teacher grades in Wilson Foundation Unit results

We will monitor teacher training in the following ways:

1. Kindergarten-Third Grade Teachers completed 18-hour Science of Reading Dyslexia Course in Spring of 2023
2. Fourth - Twelfth Grade Teachers are scheduled to complete the 18-hour Science of Reading Dyslexia Course in the winter of 2024
3. Our leadership team will provide quarterly mini-PD sessions on Explicit, systematic teaching for Kindergarten through Fifth grade reading teachers. For example, [Anita Archer Reading Intervention Tips](#) and "[Teaching Reading is Rocket Science](#)" and [Culturally Responsive Teaching and the Brain](#) - Zaretta Hammond
4. Leadership team will offer best practices sessions with teachers and provide teachers who are applying best practices opportunities to share what they are doing with the teaching staff during in-house PD sessions.
5. Teachers share what is working in their reading classes with colleagues in Teacher-based-Team meetings as well as Building Leadership Teams and Combined K-5 TbTs (5x a year)

We will monitor adult implementation of the curricular changes and direct, explicit instruction in the following ways:

1. Leadership team will conduct regular Foundation Phonics Walkthroughs to identify strengths and challenges in teacher implementation of Phonics instruction
2. Teacher-based-Teams will update curriculum maps with progress monthly - making notes of challenges and strengths
3. Leadership will monitor pacing of Foundations instruction in curriculum maps
4. Leadership will monitor Foundation Unit results (as documented in tab of each teacher's curriculum map)
5. Leadership will cross-check student diagnostic results (in PH/PA domains) with teacher grades in Foundation Unit results

This plan will be communicated through a combined K-5 Teacher-based-Team meeting and reiterated as needed through leadership communication, walkthroughs, and formal observations.

SECTION 2: ALIGNMENT BETWEEN THE READING ACHIEVEMENT PLAN AND OVERALL IMPROVEMENT AND EQUITY EFFORTS*

Describe how the Reading Achievement Plan is aligned to and supports the overall continuous improvement and equity efforts of the district or community school. Districts and community schools established under Chapter 3314. of the Revised Code that are required to develop or modify a local equitable access plan, an improvement plan or implement improvement strategies as required by section 3302.04, 3302.10, 3301.0715(G) or another section of the Revised Code shall ensure the plan required by this section aligns with other improvement and equity efforts.

This Reading Achievement Plan aligns and supports overall continuous improvement and equity efforts in the following ways:

1. All students in Kindergarten through 3rd grade receive small group intervention and acceleration based on their educational needs. This allows teachers to address learning gaps, directly and explicitly instruct small groups, and regularly monitor and re-evaluate students' progress. We have 4 rounds of these groups throughout the year, and students can pass from one group to another based on their progress.
2. All students are given grade-level instruction with their peers in our general classroom setting.
3. All students are provided with Chromebooks and have access to all of the online educational resources and programs that our district uses. Students also are provided with all printed materials that our school uses.

SECTION 3: WHY A READING ACHIEVEMENT PLAN IS NEEDED IN OUR DISTRICT OR COMMUNITY SCHOOL*

SECTION 4 PART A: RELEVANT LEARNER PERFORMANCE DATA*

Insert **disaggregated** student performance data from sources that **must include**, but are not limited to:

- **The Kindergarten Readiness Assessment,**
- **Ohio's State Test for English language arts assessment for grades 3-8,**
- **K-3 Reading diagnostics (include subscores by grade level),**
- **The Ohio English Language Proficiency Assessment (OELPA)**
- **The Alternate Assessment for Students with Significant Cognitive Disabilities and benchmark assessments, as applicable.**

Kindergarten Readiness Assessment-Revised

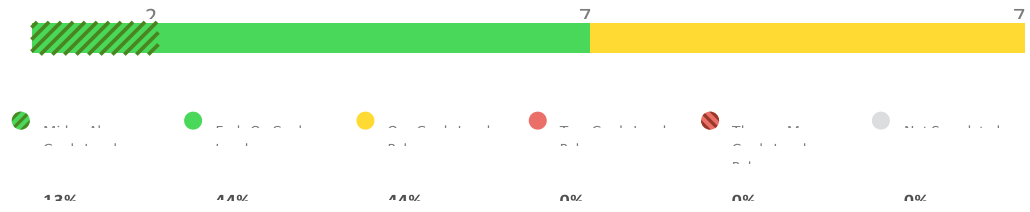
district_student_id	student_first_name	student_middle_name	student_last_name	student_dob	student_gender	student	student	student	st	st	st	Cou	Tell	Ident	Nam	Ident	Ident	Nam	Use	Ident	Ide	Ide	Na	Na	Mal	Wri	Wr	Expre	Expre	Expre	Wait	Conc	Foll	Hop	Use	t	Use	Comj	Folc	overall	overall	PLD								
08/02/18	MALE					N	N	N	Y	2	0	0	1	1	0	0	3	0	0	0	3	1	0	0	3	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	249	3	Emergin		
07/30/18	FEMALE					N	N	N	3	1	2	2	1	1	3	3	1	1	1	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	297	12	Demonst			
07/14/18	FEMALE					N	N	Y	3	1	2	1	1	1	1	3	1	1	1	2	1	1	2	1	1	2	1	1	2	1	1	2	1	1	2	1	1	2	1	1	2	1	1	2	1	1	267	4	Approac	
01/18/18	MALE					N	N	N	3	1	2	1	1	1	3	2	1	1	1	3	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	268	4	Approac	
11/22/17	MALE					N	N	N	3	1	3	2	1	1	2	3	1	0	1	2	2	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	261	4	Approac	
11/08/17	FEMALE					N	N	Y	1	1	0	1	1	0	0	1	1	0	0	0	1	1	0	0	2	0	0	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	250	3	Emergin		
05/14/18	FEMALE					N	N	N	2	1	2	2	1	0	2	3	1	0	1	3	2	0	2	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	261	4	Approac		
06/22/18	FEMALE					N	N	Y	1	1	2	1	1	0	2	2	0	1	1	2	3	2	2	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	263	4	Approac		
11/08/17	FEMALE					N	N	Y	1	0	1	1	1	0	0	3	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	255	3	Emergin		
08/14/18	FEMALE					N	N	Y	1	1	0	2	0	0	0	2	0	1	0	3	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	251	3	Emergin	
08/25/18	FEMALE					N	N	Y	1	1	1	1	0	0	3	2	1	0	0	1	2	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	256	3	Emergin
04/03/18	MALE					N	N	Y	1	0	0	2	1	0	1	3	0	0	0	2	3	0	2	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	254	3	Emergin
05/01/17	MALE					N	N	N	3	1	2	0	1	1	2	3	0	1	1	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	274	5	Demonst
10/09/17	FEMALE					N	N	Y	3	1	3	2	1	1	3	3	1	1	1	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	288	9	Demonst
09/04/17	MALE					N	N	N	3	1	2	1	1	0	3	3	1	0	1	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	261	4	Approac
01/17/18	MALE					N	N	N	3	1	3	1	1	0	3	3	1	1	0	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	272	5	Demonst
08/05/17	FEMALE					N	N	N	3	1	3	2	1	1	3	3	1	1	1	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	297	12	Demonst

i-Ready Reading Diagnostic scores

Kindergarten

School BUCKEYE ONLINE SCHOOL FOR SUCCESS
 Subject Reading
 Class/Report Group Language Arts K - Elton - 1-LA0001ELTO
 Grade K
 Diagnostic Window 1
 Overall Placement

*Section headings marked with an asterisk are required by state law.



Placement by Domain*



*Students not completed are not included.

Showing 16 of 16

Student	Overall Placement & Scale Score	Placement by Domain							Annual Growth Measures	
		PA	PH	HFW	VOC	Show Comp: Overall <input checked="" type="checkbox"/>			Typical Growth	Stretch Growth®
						COMP	LIT	INFO		
	● Late K (463)	Max Score	Grade 3	Grade 1	Mid / Late K	Mid / Late K	Mid / Late K	Mid / Late K	43	54
	● Mid K (413)	Grade 1	Emerging K	Mid K	Mid / Late K	Mid / Late K	Mid / Late K	Mid / Late K	43	54
	● Early K (392)	Late K	Emerging K	Emerging K	Early K	Mid / Late K	Mid / Late K	Mid / Late K	44	65 Resource Center

School BUCKEYE ONLINE SCHOOL FOR SUCCESS

Subject Reading

Class/Report Group Language Arts K - Elton - 1-LA0001ELTO

*Section headings marked with an asterisk are required by state law.

Grade K
 Diagnostic Window 1

Student	Overall Placement & Scale Score	Placement by Domain							Annual Growth Measures	
		PA	PH	HFW	VOC	Show Comp: Overall <input checked="" type="checkbox"/>			Typical Growth	Stretch Growth®
						COMP	LIT	INFO		
	● Early K (389)	Emerging K	Early K	Grade 1	Early K	Mid / Late K	Mid / Late K	Early K	44	65
	● Early K (387)	Early / Mid K	Early K	Emerging K	Early K	Mid / Late K	Mid / Late K	Mid / Late K	44	65
	● Early K (379)	Mid / Late K	Early K	Emerging K	Early K	Early K	Early K	Early K	44	65
	● Early K (371)	Early / Mid K	Emerging K	Emerging K	Mid / Late K	Early K	Mid / Late K	Early K	44	65
	● Early K (370)	Early / Mid K	Emerging K	Emerging K	Emerging K	Mid / Late K	Mid / Late K	Mid / Late K	44	65
	● Early K (364)	Emerging K	Early K	Emerging K	Early K	Early K	Emerging K	Early K	44	65
	● Emerging K		Emerging K	Early K	Emerging K	Emerging K	Emerging K	Emerging K	49	67

*Section headings marked with an asterisk are required by state law.

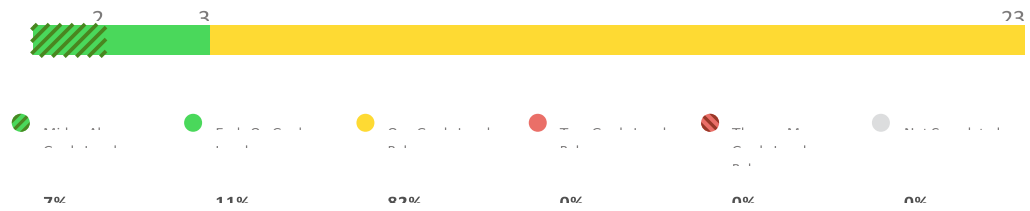
(361)										
● Emerging K (350)	Emerging K	Emerging K	Emerging K	Early K	Emerging K	Early K	Emerging K	49	67	
● Emerging K (346)	Early / Mid K	Emerging K	Emerging K	Emerging K	Emerging K	Emerging K	Early K	49	67	
● Emerging K (341)	Emerging K	Emerging K	Emerging K	Emerging K	Emerging K	Emerging K	Emerging K	49	67	
● Emerging K (330)	Emerging K	Early K	Emerging K	Emerging K	Emerging K	Emerging K	Emerging K	49	67	
● Emerging K (324)	Emerging K	Emerging K	Emerging K	Emerging K	Emerging K	Emerging K	Emerging K	49	67	

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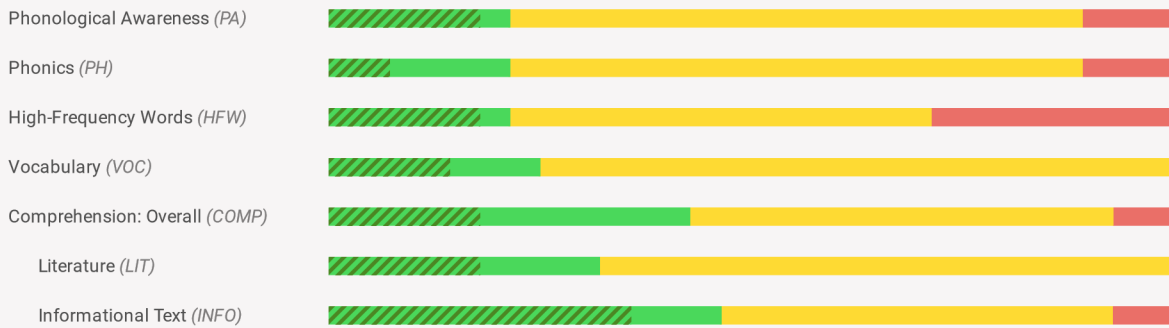
First Grade

School BUCKEYE ONLINE SCHOOL FOR SUCCESS
Subject Reading
Class/Report Group Language Arts 1 - Sloan - 1-LA1001SLOA
Grade 1
Diagnostic Window 1

Overall Placement



Placement by Domain*



*Students not completed are not included.

Showing 28 of 28

Student	Overall Placement & Scale Score	Placement by Domain						Annual Growth Measures		
		PA	PH	HFW	VOC	Show Comp: Overall <input checked="" type="checkbox"/>			Typical Growth	Stretch Growth®
						COMP	LIT	INFO		
	● Grade 3 (600)	Max Score	Max Score	Max Score	Grade 4	Grade 4	Grade 4	Grade 4	37	44
	● Mid 1 (463)	Max Score	Mid 1	Mid / Late 1	Early 1	Early 1	Grade K	Mid 1	37	44
	● Early 1 (453)	Grade K	Early 1	Grade K	Mid 1	Late 1	Mid 1	Late 1	47	56 Resourc

Center

School BUCKEYE ONLINE SCHOOL FOR SUCCESS
Subject Reading
Class/Report Group Language Arts 1 - Sloan - 1-LA1001SLOA
Grade 1
Diagnostic Window 1

Student	Overall Placement & Scale Score	Placement by Domain						Annual Growth Measures		
		PA	PH	HFW	VOC	Show Comp: Overall <input checked="" type="checkbox"/>			Typical Growth	Stretch Growth®
						COMP	LIT	INFO		
	● Early 1 (448)	Late 1	Early 1	Mid / Late 1	Grade K	Early 1	Early 1	Mid 1	47	56
	● Early 1 (444)	Grade K	Grade K	Mid / Late 1	Late 1	Mid 1	Early 1	Late 1	47	56

*Section headings marked with an asterisk are required by state law.

● Grade K (417)	Grade K	Early 1	Grade K	Grade K	Grade K	Grade K	Early 1	Grade K	49	67
● Grade K (417)	Grade K	Grade K	Grade K	Grade K	Early 1	Grade K	Grade K	Grade K	49	67
● Grade K (416)	Mid 1	Grade K	Emerging K	Grade K	Mid 1	Mid 1	Mid 1		49	67
● Grade K (414)	Grade K	Grade K	Grade K	Grade K	Grade K	Grade K	Grade K	Early 1	49	67
● Grade K (411)	Grade K	Grade K	Grade K	Grade K	Grade K	Grade K	Grade K	Mid 1	49	67
● Grade K (411)	Grade K	Grade K	Emerging K	Grade K	Early 1	Mid 1	Grade K		49	67
● Grade K (409)	Grade K	Grade K	Mid 1 / Late 1	Grade K	Grade K	Grade K	Grade K		49	67
● Grade K (405)	Grade K	Grade K	Grade K	Grade K	Grade K	Grade K	Grade K		49	67
● Grade K (404)	Grade K	Grade K	Grade K	Grade K	Grade K	Early 1	Early 1	Grade K	49	67
● Grade K (400)	Grade K	Grade K	Grade K	Grade K	Grade K	Grade K	Grade K	Grade K	49	67
● Grade K (399)	Mid 1	Early 1	Grade K	Grade K	Grade K	Grade K	Grade K	Grade K	49	67

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Center

*Section headings marked with an asterisk are required by state law.

School BUCKEYE ONLINE SCHOOL FOR SUCCESS
 Subject Reading
 Class/Report Group Language Arts 1 - Sloan - 1-LA1001SLOA
 Grade 1
 Diagnostic Window 1

Student	Overall Placement & Scale Score	Placement by Domain							Annual Growth Measures	
		PA	PH	HFW	VOC	Show Comp: Overall <input checked="" type="checkbox"/>			Typical Growth	Stretch Growth®
						COMP	LIT	INFO		
	● Grade K (398)	Grade K	Grade K	Early / Mid 1	Grade K	Grade K	Grade K	Grade K	49	67
	● Grade K (395)	Emerging K	Grade K	Grade K	Grade K	Early 1	Grade K	Late 1	49	67
	● Grade K (395)	Grade K	Grade K	Emerging K	Early 1	Grade K	Grade K	Early 1	49	67
	● Grade K (394)	Early 1	Grade K	Emerging K	Grade K	Grade K	Grade K	Grade K	49	67
	● Grade K (393)	Emerging K	Grade K	Emerging K	Grade K	Late 1	Late 1	Mid 1	49	67
	● Grade K (392)	Grade K	Grade K	Grade K	Grade K	Early 1	Grade K	Mid 1	49	67
	● Grade K (384)	Grade K	Grade K	Grade K	Grade K	Early 1	Grade K	Early 1	49	67

*Section headings marked with an asterisk are required by state law.

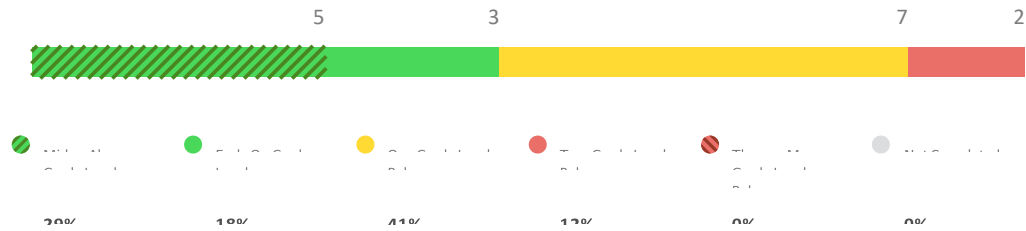
● Grade K (373)	Grade K	Grade K	Emerging K	Grade K	Emerging K	Grade K	Emerging K	49	67
● Grade K (371)	Grade K	Grade K	Grade K	Grade K	Grade K	Grade K	Grade K	49	67
● Grade K (368)	Grade K	Emerging K	Grade K	Grade K	Emerging K	Grade K	Emerging K	49	67
● Grade K (357)	Grade K	Emerging K	Emerging K	Grade K	Grade K	Grade K	Grade K	49	67
● Grade K (352)	Emerging K	Emerging K	Emerging K	Grade K	Grade K	Grade K	Grade K	49	67

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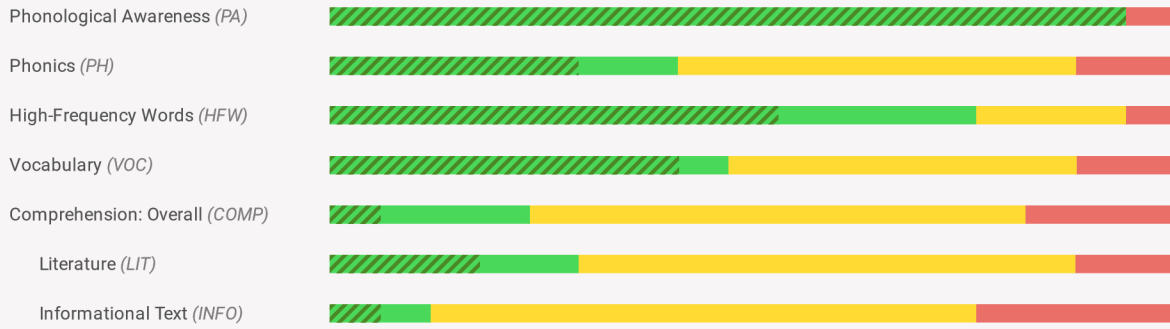
Second Grade

School BUCKEYE ONLINE SCHOOL FOR SUCCESS
 Subject Reading
 Class/Report Group Language Arts 2 - Burke - 1-LA2001338
 Grade 2
 Diagnostic Window 1

Overall Placement



Placement by Domain*



*Students not completed are not included.

Showing 17 of 17

Student	Overall Placement & Scale Score	Placement by Domain							Annual Growth Measures	
		PA	PH	HFW	VOC	Show Comp: Overall <input checked="" type="checkbox"/>			Typical Growth	Stretch Growth®
						COMP	LIT	INFO		
	Grade 3 (562)	Tested Out	Max Score	Max Score	Grade 2	Early 2	Grade 1	Mid 2	22	27
	🟢 Late 2 (551)	Tested Out	Max Score	Max Score	Mid 2	Mid 2	Late 2	Grade 1	22	27
	🟢 Late 2 (541)	Tested Out	Max Score	Max Score	Mid 2	Early 2	Late 2	Grade 1	22	27

School BUCKEYE ONLINE SCHOOL FOR SUCCESS
Subject Reading
Class/Report Group Language Arts 2 - Burke - 1-LA2001338
Grade 2

*Section headings marked with an asterisk are required by state law.

Diagnostic

Window 1

Student	Overall Placement & Scale Score	Placement by Domain							Annual Growth Measures	
		PA	PH	HFW	VOC	Show Comp: Overall <input checked="" type="checkbox"/>			Typical Growth	Stretch Growth®
						COMP	LIT	INFO		
	● Late 2 (540)	Tested Out	Max Score	Max Score	Grade 2	Grade 1	Grade 1	Early 2	22	27
	● Mid 2 (519)	Tested Out	Late 2	Max Score	Late 2	Grade 1	Early 2	Grade 1	22	27
	● Early 2 (497)	Tested Out	Early 2	Max Score	Grade 1	Early 2	Late 2	Grade 1	29	43
	● Early 2 (491)	Tested Out	Early 2	Grade 2	Mid 2	Grade 1	Grade 1	Grade 1	29	43
	● Early 2 (490)	Tested Out	Grade 1	Max Score	Grade 1	Grade 1	Early 2	Grade 1	29	43
	● Grade 1 (483)	Tested Out	Grade 1	Max Score	Mid 2	Grade 1	Grade 1	Grade K	39	53
	● Grade 1 (481)	Tested Out	Grade 1	Max Score	Grade 1	Grade 1	Grade 1	Grade 1	39	53
	● Grade 1 (471)	Tested Out	Grade 1	Grade 2	Early 2	Grade 1	Grade 1	Grade 1	39	53
	● Grade 1 (462)	Tested Out	Grade 1	Grade 2	Grade 1	Grade 1	Grade 1	Grade 1	39	53

*Section headings marked with an asterisk are required by state law.

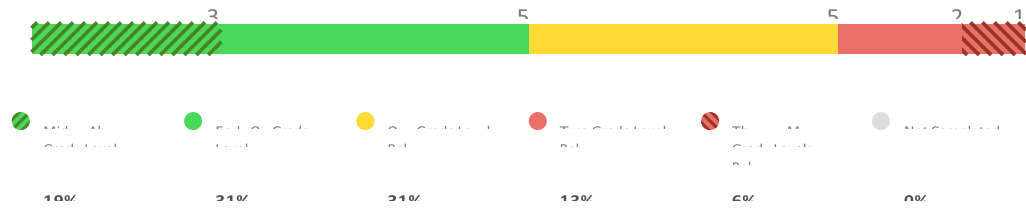
● Grade 1 (434)	Totaled Out	Grade 1	Grade 1	Grade 1	Grade 1	Grade 1	Grade 1	Grade 1	39	53
● Grade 1 (433)	Max Score	Grade K	Grade 2	Grade 1	Grade 1	Grade 1	Grade 1	Grade K	39	53
● Grade 1 (419)	Totaled Out	Grade 1	Grade 1	Grade 1	Grade K	Grade K	Grade K	Grade K	39	53
● Grade K (417)	Totaled Out	Grade 1	Grade 1	Grade K	Grade K	Grade K	Grade K	Grade 1	44	81
● Grade K (382)	Grade K	Grade K	Grade K	Grade K	Grade K	Grade K	Grade 1	Grade K	44	Resourc81 Center

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Third Grade

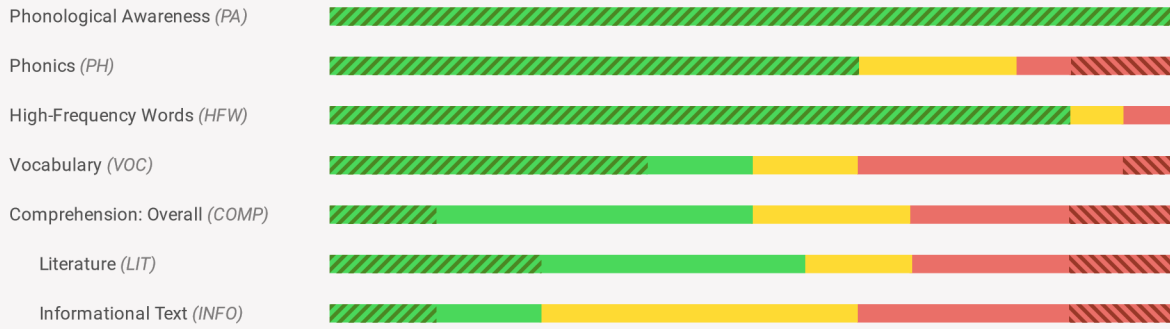
School BUCKEYE ONLINE SCHOOL FOR SUCCESS
Subject Reading
Class/Report Group Language Arts 3 - Harris - 1-LA3001HARR
Grade 3
Diagnostic Window 1

Overall Placement



*Section headings marked with an asterisk are required by state law.

Placement by Domain*



*Students not completed are not included.

Showing 16 of 16

Student	Overall Placement & Scale Score	Placement by Domain							Annual Growth Measures	
		PA	PH	HFW	VOC	Show Comp: Overall <input checked="" type="checkbox"/>			Typical Growth	Stretch Growth®
						COMP	LIT	INFO		
	● Late 3 (577)	Tested Out	Tested Out	Tested Out	Grade 4	Mid 3	Late 3	Early 3	17	21
	● Late 3 (563)	Tested Out	Tested Out	Tested Out	Late 3	Mid 3	Mid 3	Late 3	17	21
	● Mid 3 (551)	Tested Out	Tested Out	Tested Out	Late 3	Early 3	Mid 3	Early 3	17	21

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*Section headings marked with an asterisk are required by state law.

School BUCKEYE ONLINE SCHOOL FOR SUCCESS
 Subject Reading
 Class/Report Group Language Arts 3 - Harris - 1-LA3001HARR
 Grade 3

Diagnostic Window 1

Student	Overall Placement & Scale Score	Placement by Domain							Annual Growth Measures	
		PA	PH	HFW	VOC	Show Comp: Overall <input checked="" type="checkbox"/>			Typical Growth	Stretch Growth®
						COMP	LIT	INFO		
	● Early 3 (536)	Tested Out	Tested Out	Tested Out	Mid 2	Early 3	Mid 2	Grade 2	22	39
	● Early 3 (532)	Tested Out	Tested Out	Tested Out	Mid 2	Early 3	Early 3	Grade 2	22	39
	● Early 3 (529)	Tested Out	Tested Out	Tested Out	Mid 2	Early 3	Early 3	Grade 2	22	39
	● Early 3 (520)	Tested Out	Max Score	Tested Out	Early 3	Grade 2	Grade 2	Grade 2	22	39
	● Early 3 (518)	Tested Out	Tested Out	Tested Out	Early 3	Early 3	Early 3	Grade 2	22	39
	● Grade 2 (509)	Tested Out	Grade 2	Tested Out	Grade 2	Early 3	Early 3	Grade 2	26	40
	● Grade 2 (501)	Tested Out	Max Score	Tested Out	Grade 2	Grade 2	Grade 1	Late 2	26	40

*Section headings marked with an asterisk are required by state law.

	● Grade 2 (485)	Tested Out	Grade 1	Tested Out	Grade 2	Grade 2	Early 3	Grade 1	26	40
	● Grade 2 (477)	Tested Out	Mid 2	Tested Out	Grade 1	Grade 1	Grade 1	Grade 1	26	40
	● Grade 2 (475)	Tested Out	Grade 2	Tested Out	Grade 1	Grade 1	Grade 2	Grade 1	26	40
	● Grade 1 (444)	Tested Out	Grade K	Grade 2	Grade 1	Grade 1	Grade 1	Grade 1	33	63
	● Grade 1 (437)	Tested Out	Grade 2	Tested Out	Grade 1	Grade K	Grade K	Grade K	33	63
	● Grade K (415)	Tested Out	Grade K	Grade 1	Grade 1	Grade K	Grade K	Grade K	36	Resourc99 Center badge

School BUCKEYE ONLINE SCHOOL FOR SUCCESS

Subject Reading

Class/Report Group Language Arts 3 - Harris - 1-LA3001HARR

Grade 3

Diagnostic Window 1

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***Section headings marked with an asterisk are required by state law.**

Ohio State Test for English language arts assessment for grades 3-8

Data collected from CRS Item Analysis. (Spring 2023 OST) Data includes: (State and District) which Students Performed the Best, 5 Items on which Students Performed the Worst, Reading Informational Text, Reading Literary Text, and Writing and Writing Dimensions. Informational remains the PRIORITY. Standards highlighted in red represent the standards that students performed the lowest.

							Item Number																	
							1	3	17	21	23													
							Max Points	1	1	1	1	1	7	10	14	15	27							
GRADE 3	Student Count	Average Scale Score	Performance Distribution-Percents	Performance Distribution-Counts	Percent Proficient	Standard	RL CS RL.3.4	RL V L.3.5	RI V L.3.4	RI CS RI.3.4	RL V L.3.4	RI KID RI.3.1	RI KID RI.3.3	RI KI RI.3.9	W EX W.3.2	RI KID RI.3.2								
	122159	688	36%/24%/18%/1	43654/29596/21	40%		0.64	0.69	0.57	0.53	0.59	0.1	0.37	0.05	2.1	0.28								
STATE																								
DISTRICT	19	666	63%/26%/0%/5%	12/5/0/1/1	11%		0.63	0.42	0.58	0.53	0.53	0.05	0.11	0.05	1	0.05								
Reading Informational Text																								
							Item Number																	
							7	8	9	10	11	12	13	14	16	17	18	19	20	21	22			
							Max Points	1	1	1	1	1	1	1	1	1	1	1	2	1	1			
							Standard	RI KID RI.3.1	RI CS RI.3.4	RI KID RI.3.1	RI KID RI.3.3	RI CS RI.3.4	RI CS RI.3.5	RI KID RI.3.2	RI KI RI.3.9	RI KI RI.3.8	RI V L.3.4	RI CS RI.3.4	RI KID RI.3.1	RI CS RI.3.6	RI CS RI.3.4	RI KID RI.3.2		
	Items with 2 or more points is AVERAGE SCORE not %						25%	0.1	0.42	0.59	0.37	0.55	0.45	0.4	0.05	0.48	0.57	0.51	0.44	0.43	0.53	0.38		
STATE																								
DISTRICT							5%	0.05 PRIORITY	0.32	0.32	0.11 PRIORITY	0.42	0.32	0.37	0.05 PRIORITY	0.37	0.58	0.26 PRIORITY	0.37	0.47	0.53	0.26 PRIORITY		
Reading Literary Text																								
							Item Number																	
							1	2	3	4	5	6	23	24	25	26	27	28						
							Max Points	1	2	1	2	1	1	1	1	2	1	1						
							Standard	RL CS RL.3.4	RL KID RL.3.3	RL V L.3.5	RL CS RL.3.5	RL KID RL.3.1	RL CS RL.3.6	RL V L.3.4	RL CS RL.3.4	RL CS RL.3.5	RL KID RL.3.3	RL KID RL.3.2	RL KI RL.3.9					
							23%	0.64	0.8	0.69	0.77	0.41	0.37	0.59	0.56	0.38	0.6	0.28	0.4					
STATE																								
DISTRICT							11%	0.63	0.47	0.63	0.16	0.37	0.53	0.42	0.21	0.47	0.05	0.42						
Writing																								
							Performance Distribution-					Writing Dimensions												
							15					informative												
							10																	
							Performance Dis Counts					W EX W.3.2												
							0 pt					1 pt												
							2 pt					3 pt												
							4 pt					1 pt												
							2 pt					3 pt												
							4 pt																	
STATE	47%/33%/20%	57476/40445/24	2.1	18%	52%	29%	92%	7%	0%	0%	91%	8%	0%	0%										
DISTRICT	68%/26%/5%	13/5/1	1	0%	83%	17%	100%	0%	0%	0%	100%	0%	0%	0%										

*Section headings marked with an asterisk are required by state law.

						Item Number															
						1	2	7	9	30					5	8	17	31	34		
						Max Points	1	1	1	2	1					1	1	1	2	1	
GRADE 4	Student Count	Average Scale Score	Performance Distribution-Percents	Performance Distribution-Counts	Percent Proficient	Standard	RL V L.4.5	RL CS RL.4.4	RI KID RI.4.3	RI KID RI.4.3	RL KID RL.4.3					RL CS RL.4.6	RI CS RI.4.5	RI KI RI.4.8	RL KID RL.4.2	RL CS RL.4.5	
STATE	122854	710	24%/17%/19%/2	29532/20812/23	59%		0.74	0.62	0.66	1.41	0.68					0.42	0.4	0.42	0.8	0.34	
DISTRICT	24	696	33%/21%/17%/1	8/5/4/4/3	46%		0.75	0.71	0.67	1.42	0.75					0.25	0.29	0.21	0.58	0.25	
Reading Informational Text																					
Items with 2 or more points is AVERAGE SCORE not %																					
						Item Number	7	8	9	10	11	12	14	15	16	17	18	19	20	21	
						Max Points	1	1	2	1	1	1	1	1	1	1	1	1	1	2	
						Standard	RI KID RI.4.3	RI CS RI.4.5	RI KID RI.4.3	RI CS RI.4.4	RI CS RI.4.5	RI KI RI.4.9	RI CS RI.4.5	RI CS RI.4.4	RI V L.4.4	RI KI RI.4.8	RI CS RI.4.5	RI KID RI.4.1	RI KID RI.4.1	RI KID RI.4.2	
STATE	40%	0.66	0.4	1.41	0.63	0.68	0.55	0.74	0.48	0.56	0.42	0.43	0.49	0.61	1.08						
DISTRICT	29%	0.67	0.29 PRIORITY	1.42	0.67	0.54	0.54	0.67	0.38 PRIORITY	0.54	0.21 PRIORITY	0.46	0.46	0.5	0.96						
Reading Literary Text																					
Items with 2 or more points is AVERAGE SCORE not %																					
						Item Number	1	2	3	4	5	6	28	29	30	31	32	33	34		
						Max Points	1	1	1	2	1	1	1	1	2	1	1				
						Standard	RL V L.4.5	RL CS RL.4.4	RL CS RL.4.6	RL KID RL.4.3	RL CS RL.4.6	RL KID RL.4.2	RL CS RL.4.4	RL V L.4.5	RL KID RL.4.3	RL KID RL.4.2	RL CS RL.4.4	RL KI RI.4.9	RL CS RL.4.5		
STATE	42%	0.74	0.62	0.45	0.84	0.42	0.5	0.63	0.68	0.68	0.8	0.51	0.46	0.34							
DISTRICT	38%	0.75	0.71	0.46	0.88	0.25	0.33	0.54	0.63	0.75	0.58	0.46	0.38	0.25							
Writing																					
Writing Dimensions																					
Informative																					
						Performance Dis	Performance Dis	W EX W.4.2	0 pt	1 pt	2 pt	1 pt	2 pt	3 pt	4 pt	1 pt	2 pt	3 pt	4 pt		
STATE	33%/14%/53%	40875/17241/64	4.55	0%	30%	70%	34%	61%	5%	1%	32%	60%	7%	1%							
DISTRICT	50%/21%/29%	12/5/2007	3.75	0%	48%	52%	62%	38%	0%	0%	62%	38%	0%	0%							

						Item Number															
						4	8	11	15	20					9	13	14	21	33		
						Max Points	1	1	1	1	1					2	1	10	2	1	
GRADE 5	Student Count	Average Scale Score	Performance Distribution-Percents	Performance Distribution-Counts	Percent Proficient	Standard	RL CS RL.5.4	RI CS RI.5.4	RI CS RI.5.6	RI V L.5.3	RI CS RI.5.4					RI KID RI.5.2	RI KI RI.5.9	W AE W.5.1	RI KID RI.5.2	RL KI RL.5.9	
STATE	122290	719	15%/17%/19%/2	18581/20874/22	68%		0.79	0.64	0.77	0.8	0.88					0.63	0.42	5.64	0.61	0.51	
DISTRICT	29	711	21%/14%/21%/1	6/4/6/4/9	66%		0.83	0.76	0.9	0.83	0.86					0.62	0.45	4.21	0.48	0.34	
Reading Informational Text																					
Items with 2 or more points is AVERAGE SCORE not %																					
						Item Number	8	9	10	11	12	13	15	16	17	18	19	20	21		
						Max Points	1	2	1	1	1	1	1	1	1	2	1	2			
						Standard	RI CS RI.5.4	RI KID RI.5.2	RI CS RI.5.5	RI CS RI.5.6	RI KI RI.5.9	RI V L.5.3	RI KID RI.5.1	RI CS RI.5.4	RI KID RI.5.3	RI KI RI.5.8	RI CS RI.5.4	RI KID RI.5.2			
STATE	48%	0.64	0.63	0.47	0.77	0.69	0.42	0.8	0.67	0.73	0.81	0.59	0.88	0.61							
DISTRICT	48%	0.76	0.62	0.55 PRIORITY	0.9	0.62	0.45 PRIORITY	0.83	0.76	0.69	0.69	0.93	0.86	0.48 PRIORITY							
Reading Literary Text																					
Items with 2 or more points is AVERAGE SCORE not %																					
						Item Number	1	2	3	4	5	6	7	28	29	30	31	32	33		
						Max Points	1	1	2	1	2	1	1	1	1	2	1	1			
						Standard	RL V L.5.4	RL CS RL.5.5	RL KID RL.5.1	RL CS RL.5.4	RL KID RL.5.1	RL CS RL.5.4	RL V L.5.4	RL KID RL.5.3	RL CS RL.5.6	RL CS RL.5.5	RL KI RL.5.9				
STATE	46%	0.68	0.44	1.2	0.79	1.28	0.66	0.56	0.58	0.84	0.87	0.58	0.55	0.51							
DISTRICT	52%	0.59	0.45	1.48	0.83	1.28	0.72	0.55	0.61	0.69	0.97	0.48	0.48	0.34							
Writing																					
Writing Dimensions																					
Opinion																					
						Performance Dis	Performance Dis	W AE W.5.1	0 pt	1 pt	2 pt	1 pt	2 pt	3 pt	4 pt	1 pt	2 pt	3 pt	4 pt		
STATE	28%/37%/35%	34038/45592/4	5.64	2%	27%	71%	26%	46%	25%	3%	20%	43%	34%	3%							
DISTRICT	48%/52%/0%	14/15/0	4.21	0%	28%	72%	48%	52%	0%	0%	36%	64%	0%	0%							

*Section headings marked with an asterisk are required by state law.

Best and Worst for Informational and Literay Combined							5 Items on which Stu	
						Item Number	1	5
						Max Points	1	1
GRADE 6	Student Count	Average Scale Sc	Performance Distribution- Percents	Performance Distribution- Counts	Percent Proficient	Standard	RI V L.6.4	RI CS
<small>STATE</small>	123345	704	22%/23%/19%/2	27335/27924/23	55%		0.78	0.79
<small>DISTRICT</small>	54	686	28%/30%/31%/1	15/16/17/6/0	43%		0.81	0.81
	Reading Inform	ational Text	2	3	4	5	6	7
	Item Number	1						
<small>Items with 2 or more points is AVERAGE SCORE met %</small>	Max Points	1	1	1	2	1	1	2
	Standard	RI V L.6.4	RI KID RI.6.3	RI IKI RI.6.8	RI KID RI.6.1	RI CS RI.6.4	RI CS RI.6.5	RI KID
<small>STATE</small>	41%	0.78	0.58	0.43	1.41	0.79	0.52	1.12
<small>DISTRICT</small>	24%	0.81	0.5	0.37 PRIORITY	1.3	0.81	0.44 PRIORITY	0.93
	Reading Literary	Text	15	16	17	18	19	20
	Item Number	14						
	Max Points	1	1	1	1	1	1	1
	Standard	RL CS RL.6.4	RL KID RL.6.3	RL CS RL.6.5	RL V L.6.5	RL KID RL.6.2	RL CS RL.6.5	RL CS
<small>STATE</small>	42%	0.55	0.43	0.53	0.6	0.32	0.41	0.37
<small>DISTRICT</small>	43%	0.6	0.47	0.47	0.43	0.4	0.23	0.36
	Writing				Writing Dimensions			
			22	44	Argumentative			
			10	10				
	Performance Distribution- Percents	Performance Distribution- Counts	W EX W.6.2	W AE W.6.1	0 pt	1 pt	2 pt	1 pt
<small>STATE</small>	37%/33%/29%	45820/41212/36	5.25	5.14	1%	24%	75%	33%

*Section headings marked with an asterisk are required by state law.

Best and Worst for Informational and Literay Combined							5 Items on which St	
						Item Number	2	3
						Max Points	1	1
GRADE 7	Student Count	Average Scale Score	Performance Distribution- Percents	Performance Distribution- Counts	Percent Proficient	Standard	RI CS RI.7.4	RI CS
<small>STATE</small>	124063	713	16%/19%/21%/2	20128/23324/26	65%		0.93	0.77
<small>DISTRICT</small>	66	691	24%/30%/32%/1	16/20/21/8/1	45%		0.92	0.77
	Reading Inform	ational Text	2	3	4	5	11	12
	Item Number	1						
<small>Items with 2 or more points is AVERAGE SCORE not %</small>	Max Points	1	1	1	1	2	1	1
	Standard	RI CS RI.7.4	RI CS RI.7.4	RI CS RI.7.6	RI KID RI.7.3	RI KID RI.7.2	RI CS RI.7.4	RI CS
<small>STATE</small>	45%	0.8	0.93	0.77	0.67	1.24	0.6	0.39
<small>DISTRICT</small>	24%	0.76	0.92	0.77	0.62	1.06	0.52	0.24 PRIORI
	Reading Literary	Text	7	8	9	10	19	20
	Item Number	6						
	Max Points	1	1	1	1	2	1	1
	Standard	RL CS RL.7.6	RL V L.7.4	RL CS RL.7.4	RL KID RL.7.1	RL KID RL.7.2	RL V L.7.5	RL CS
<small>STATE</small>	43%	0.8	0.78	0.89	0.77	1.4	0.61	0.8
<small>DISTRICT</small>	29%	0.7	0.73	0.92	0.8	1.41	0.5	0.71
Writing					Writing Dimensions			
			18	37	Argumentative			
			10	10				
	Performance	Performance	W EX W.7.2	W AE W.7.1	0 pt	1 pt	2 pt	1 pt

	Distribution-Percents	Distribution-Counts						
STATE	28%/16%/56%	34815/19937/69	5.29	5.03	9%	31%	60%	35%
DISTRICT	59%/32%/9%	39/21/6	3.5	3.28	29%	48%	23%	81%
	59%/32%/9%							

Best and Worst for Informational and Literay Combined							5 Items on which Student		
							Item Number	4	9
							Max Points	1	2
GRADE 8	Student Count	Average Scale Sc	Performance Dis	Performance Dis	Percent Proficien	Standard	RI CS RI.8.5	RL KID RL	
STATE	128309	704	25%/17%/28%/1	31996/22421/36	58%		0.78	1.66	
DISTRICT	70	688	44%/27%/19%/7	31/19/13/5/2	29%		0.8	1.66	
	Reading Inform	ational Text	2	3	4	5	6	7	
	Item Number	1							
<small>Items with 2 or more points is AVERAGE SCORE not %</small>	Max Points	1	1	1	1	1	1	2	
	Standard	RI CS RI.8.5	RI IKI RI.8.8	RI KID RI.8.3	RI CS RI.8.5	RI V L.8.5	RI KID RI.8.1	RI KID RI	
STATE	29%/30%/42%	0.63	0.49	0.44	0.78	0.74	0.75	1.52	
DISTRICT	43%/37%/20%	0.54	0.59	0.44	0.8	0.6	0.64	1.41	
	Reading Literary	Text	9	10	11	12	13	14	
	Item Number	8							
	Max Points	1	2	1	1	1	1	1	
	Standard	RL KID RL.8.1	RL KID RL.8.1	RL KID RL.8.3	RL CS RL.8.4	RL V L.8.5	RL CS RL.8.6	RL CS RL	
STATE	24%/39%/37%	0.78	1.66	0.79	0.34	0.63	0.38	0.51	
DISTRICT	26%/53%/21%	0.69	1.66	0.79	0.3	0.67	0.37	0.41	
	Writing				Writing Dimensions				
			17	38	Argumentative				
			10	10					
	Performance Dis	Performance Dis	W EX W.8.2	W AE W.8.1	0 pt	1 pt	2 pt	1 pt	
	32%/31%/37%	41211/39816/47	5.66	5.34	5%	17%	79%	33%	

71%/20%/9%	50/14/6	4.21	3.75	17%	17%	66%	77%
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[The Ohio English Language Proficiency Assessment \(OELPA\)](#)

Assessment type	Test name	OELPA Overall Scale Score	OELPA or OELPS Proficiency Status	OELPA Comprehension Scale Score	OELPA Listening Scale Score	OELPA or OELPS Listening Performance Level	OELPA Reading Scale Score	OELPA or OELPS Reading Performance Level	OELPA Speaking Scale Score	OELPA or OELPS Speaking Performance Level	OELPA or OELPS Writing Scale Score
OELPA	Spring2023JB8713978			Grade 9 OELPA6014	2	6025	614	5	616	3	634
5	588	3	20230209								

[The Alternate Assessment for Students with Significant Cognitive Disabilities](#)

Test name	Overall Scale Score	Overall performance Competency Score Met	
Grade 7 English Language Arts	586	5	
Grade 7 Mathematics	557	5	
Grade 4 English Language Arts	481	1	
Grade 4 Mathematics	443	1	
Grade 8 Mathematics	578	5	
Grade 8 Science	568	5	
Grade 8 English Language Arts	560	5	
HS Mathematics	576	5	Y
HS Social Studies	578	5	Y
HS Science	574	5	Y
HS English Language Arts	531	4	Y
Grade 8 Mathematics	521	3	
Grade 8 Science	510	3	
Grade 8 English Language Arts	517	3	
Grade 7 English Language Arts	543	4	

*Section headings marked with an asterisk are required by state law.

Grade 7 Mathematics	504	3	
Grade 5 English Language Arts	617	5	
Grade 5 Mathematics	580	5	
Grade 5 Science	612	5	
HS Mathematics	481	1	N
HS Social Studies	533	4	Y
HS Science	502	3	Y
HS English Language Arts	521	3	Y
HS Mathematics	541	5	Y
HS Social Studies	525	4	Y
HS Science	565	5	Y
HS English Language Arts	531	4	Y

SECTION 3 PART B: INTERNAL AND EXTERNAL FACTORS CONTRIBUTING TO UNDERACHIEVEMENT IN READING*

Insert internal and external factors believed to contribute to low reading achievement in the school district or community school.

Internal factors contributing to underachievement in reading:

- Insufficient phonics in curriculum - we have addressed this and added PA/phonics curriculum for K-3
- staff changes
- Lesson pacing
- Lack of rigor in instruction
- Lack of using data to inform instruction

External factors contributing to underachievement in reading:

- Ongoing effects of Covid learning loss
- Attendance issues - lack of family support

SECTION 3 PART C: ROOT CAUSE ANALYSIS

Insert a root cause analysis of the provided learner performance data and factors contributing to low reading achievement.

Root Cause Analysis for low reading achievement in 3rd grade at Buckeye Online School for Success

DEW requirements state that if a district/school has both of the following, they must create a RAP

1. Less than 3 stars on Early Literacy on state report card (we had 1 star for 22-23 school year)
2. Less than 51% of 3rd graders scored proficient on reading OST (we had 35% score proficient or above)

Problem Statement: A majority of our students (in 3rd grade) are not testing proficient on reading OST/diagnostic

Root Cause Analysis Blueprint				
What is the problem?	Who are team members?	What are the data sources?	Possible causal factors to problem?	Corrective & preventive solutions?
A majority of our students (in 3rd grade) are not testing proficient on reading OST/diagnostic	Madeline Baker Amy Pryor Karla Dillon Karen Jones Jayma Allen	<p>Item Analysis of OST 2021-2022 – 3rd Grade ELA</p> <ul style="list-style-type: none"> • 45% Limited • 23% Basic • 09% Proficient • 14% Accomplished • 09% Advanced <p>2022-2023 – 3rd Grade ELA</p> <ul style="list-style-type: none"> • 43% Limited • 22% Basic • 22% Proficient • 09% Accomplished • 04% Advanced <p>2021-2022 i-Ready Reading EOY Diagnostic results K -86% on level/ 145 1-yr below 1st- 53% on level/47 1-yr below 2nd – 54% on level/36% 1-yr below/ 10% 2-yr below 3rd – 52% on level/ 24% 1-yr below/ 05% 2-yr below/19% 2+ yr. below</p> <p>2022-2023 iReady Diagnostic Results K – 89% on level/ 11% 1-yr below</p>	<p>Insufficient curricula- including writing Intervention programs in their infancy (KD)- RTI, Dyslexia/Aaris Services, etc. Insufficient teacher training on specific reading strategies (KD)- thinking about SoR and new focus on that compared to reading training in the past? Possible lack of rigor in previous grades for those students that are proficient in phonics domain Lack of adequate teacher implementation of known strategies (mastery checks, formative assessments, data, direct instruction, reteach, etc.) Lesson pacing Attendance New staff with new curricula</p>	<p>Add PA/PH curricula to K-3 grades</p> <p>Increase teacher accountability through curricula map checks, walkthroughs, personal conferences, TbTs, formal observations; PDs focused on explicit, systematic instruction</p>

		1 st – 76% on level/ 24% 1 yr. below 2 nd – 75% on level/17 % 1 yr. below/ 08% 2yr below 3 rd – 52% on level/ 22% 1 yr. below/ 36% 2 yrs. below		
5 Whys - Problem Solving				
<p>*Allow each answer to form the basis of the next question.</p> <ul style="list-style-type: none"> • Why does this problem exist? Students are lacking sufficient reading and writing skills • Why? They have holes in their foundational skills (PH, HFQ, Vocab, Comp, Writing) • Why? Lack of direct, explicit, systematic instruction from classroom teacher • Why? Lack of systematically using formative and summative data to drive instruction • Why? Lack of accountability to systematically use formative and summative data • 				
Root cause (rough draft):				
Checkpoint 1 *Can root cause be addressed through one of Implementation Drivers ?	Checkpoint 2 *Is root cause something the team can influence, control, and impact? *Is it focused on adult actions?	Checkpoint 3 *Is root cause supported by data? ?? if data sufficient to support our RC?	Checkpoint 4 *Is root cause logical? * Does RC make sense? * Does RC provide clarity to the problem?	Checkpoint 5 *Will RC resolve the problem or prevent similar problems from occurring?
If not, now what?	If not, now what?	If not, now what?	If not, now what?	If not, now what?
Root cause (final draft): Lack of accountability to use formative and summative data				

SECTION 4: MEASURABLE LEARNER PERFORMANCE GOALS AND ADULT IMPLEMENTATION GOALS*

Describe the measurable learner performance goals addressing learners' needs (Section 5) based on student performance goals by grade band (K-3) that the Reading Achievement Plan is designed to support progress toward. Also describe the measurable adult implementation goals based on the internal and external factor analysis by grade band (Kindergarten through grade 3). The plan may have an overarching goal, as well as subgoals such as grade-level goals). Goals should be strategic/specific, measurable, ambitious, realistic and time-bound. In addition, goals should be inclusive and equitable.

Goal 1: Implement Heggerty Phonemic Awareness and Wilson Foundations Phonics Curriculum in K-3 classes

- taught daily all year long by classroom teachers
- 80% of class tests on-level or 80% mastery on domain on final diagnostic test and/or unit tests

Goal 2: Provide Intervention / Acceleration during Skills for Success Classes for Kindergarten - Third Grade

- Weekly beginning September '23 for 6-week long Rounds
- After each round, teachers will analyze data, re-group, and plan instruction for following round
- We plan 4 rounds for the 2023-2024 school year
- Skills for Success classes are taught by classroom teachers, Intervention Specialist, Literacy Specialist and Teacher Assistant (TA has teaching license and has completed SoR training)

Goal 3: Implement explicit, systematic instruction of Word morphology for grades 3-5

- Weekly beginning January 2024 teachers will teach the 20 most common prefixes and suffixes
- Teachers will Introduce & Explain, Teach & Model, Extra Model, Guided Practice Examples, Optional Independent Practice Assignment & Closure.
- These lessons will occur at least once weekly, and as students learn the different affixes, teachers will intentionally give students opportunities to use their word-detecting skills to locate various affixes and their meanings in texts used in class.
- Students will demonstrate 80% mastery on regular skills' assessments (end of each month)
- Students will improve their vocabulary domain on diagnostic reading test in vocabulary domain by EOY

SECTION 5: ACTION PLAN MAP(S) FOR ACTION STEPS*

Each action plan map describes how implementation of the Reading Achievement Plan will take place for each specific literacy goal the plan is designed to address. For goals specific for grades K-3, at least one action step in each map should address supports for students who have Reading Improvement and Monitoring Plans. Include a description of the professional development activities provided for each goal.

Goal # 1 Action Map

Goal Statement: Implement Heggerty Phonemic Awareness and Wilson Foundations Phonics Curriculum in K-3 classes

Evidence-Based Strategy or Strategies:

- Systematic, Cumulative, Explicit Direct Instruction aligned with the Science of Reading (structured literacy)
 - phonemic awareness-Heggerty and Foundations
 - systematic phonics, fluency, vocabulary and comprehension-Fundations
 - Scope and Sequence-both curricula
 - multi-sensory-both curricula, to support all learners
 - providing scaffolded support-both curricula
 - Teacher modeling of concepts
- Data Driven Instruction
 - Curriculum Based Assessments to monitor progress of all students
 - Progress Monitor students not meeting benchmarks
- Tier I: Whole Group Instruction-goal is 80% mastery or above on Unit Assessments (teaching to mastery)
- Tier II: Small, homogeneous group instruction and reteach for intervention; small groups for acceleration
- Student Practice-daily opportunities to practice skills being taught
- Decodable Readers-Heggerty and RazKids; used to practice reading connected text that is in line with the foundational skills being taught
- Additional Strategies: Gradual release of skills, preteaching, clarifying, video lessons, daily review (repeated practice), integrating technology

	Action Step 1	Action Step 2
Implementation Component	Heggerty PA curriculum	Wilson Foundations Phonics Curriculum
Timeline	Daily - all year	Daily - all year
Lead Person(s)	Kindergarten and First Grade Teachers: K-3 Reading Specialist	Kindergarten - Third Grade Teachers: K-3 Reading Specialist

	Action Step 1	Action Step 2
Resources Needed	Heggerty Online curriculum and weekly PD videos	Wilson Foundations curriculum and Fun Hub (online Teacher Resources)
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	<p>K - 1st Grade Daily 10-15 minute lessons with multi-sensory supports</p> <p>PD: Heggerty has short teacher lessons for each unit which our teachers are encouraged to watch before giving lesson</p> <p>RIMP students: we have breakout rooms where a teacher works in a smaller group with our struggling students</p>	K-3 teachers follow scripted Phonics lesson daily (35-40 minutes)
Measure of Success	80% or more of class test on-level in PA domain in i-Ready diagnostic by EOY	80% or more of class get 80% or higher on mastery unit checks
Description of Funding	General Fund, Title 1	
Check-in/Review Date	<p>1st diagnostic - Sept</p> <p>2nd diagnostic - Dec</p> <p>3rd diagnostic - March</p> <p>4th diagnostic - May</p>	Quarterly/ or at end of each unit

Goal # 2 Action Map

Goal Statement: **Provide Intervention / Acceleration during Skills for Success Classes for Kindergarten - Third Grade**

Evidence-Based Strategy or Strategies:

Much of the same evidence based strategies used in Whole Group instruction, but Skills groups focus on specific skills

- Explicit, direct Instruction
- Repeated Reading-words, phrases, sentences, passages to build accuracy and automaticity
- Small, homogeneous groups based on formative and summative assessment data
- Teacher Modeling
- Corrective feedback
- Chunking lessons into smaller parts
- Goal setting
- Progress Monitoring
- Integrating technology

	Action Step 1	Action Step 2
Implementation Component	Intervention Skills for Success Classes	Acceleration Skills for Success Classes
Timeline	Beginning Sept. '23 through May '24	Beginning Sept. '23 through May '24
Lead Person(s)	Kindergarten - Third Grade Teachers: K-3 Reading Specialist; Intervention Specialist; Teacher Assistant	K-3 Reading Specialist; Intervention Specialist; Teacher Assistant
Resources Needed	i-Ready individualized lessons; i-Ready Teacher Toolbox, RAZ kids, Freckle, NearPod lessons; ReadWorks; UFLI resources	i-Ready individualized lessons; i-Ready Teacher Toolbox, RAZ kids, Freckle, NearPod lessons; ReadWorks; UFLI resources
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	K-3 teachers meet with smaller groups of students M-Th for 45 minutes of explicit instruction on specific skills. Every 2 weeks teachers will Progress Monitor. After 6 weeks, we will evaluate if a student needs to change groups.	Teachers meet with smaller groups of students M-Th for 45 minutes of explicit instruction on specific skills. Every 2 weeks teachers will Progress Monitor. After 6 weeks, we will evaluate if a student needs to change groups.

	Action Step 1	Action Step 2
Measure of Success	Students progressing toward "on level" in Progress Monitoring Forms which are norm-referenced per grade level	Students progressing toward "higher level" in Progress Monitoring Forms which are norm-referenced per grade level
Description of Funding	General fund, Title 1, IDEA-B	General fund, Title 1, IDEA-B
Check-in/Review Date	End of each Round (6-week period) 4 times in the school year	End of each Round (6-week period) 4 times in school year

Goal # 3 Action Map

Goal Statement: Implement explicit, systematic instruction of Word morphology for grades 3-5

Evidence-Based Strategy or Strategies:

Much of the same evidence based strategies used in Whole Group instruction, but Skills groups focus on specific skills

- Explicit, direct Instruction
- Repeated Reading-words, phrases, sentences, passages to build accuracy and automaticity
- Small, homogeneous groups based on formative and summative assessment data
- Teacher Modeling
- Corrective feedback
- Chunking lessons into smaller parts
- Goal setting
- Progress Monitoring
- Integrating technology

	Action Step 1	Action Step 2
Implementation Component	Implement explicit, systematic instruction of Word morphology for grades 3-5	Regularly use Graphic organizers and decodable morphology passages with students to practice identifying word parts
Timeline	Beginning January. '24 through May '24	Beginning January. '24 through May '24

	Action Step 1	Action Step 2
Lead Person(s)	3rd - 5th Grade Reading Teachers, 4-8 Reading Specialist	3rd - 5th Grade Reading Teachers, 4-8 Reading Specialist
Resources Needed	scripted teacher plans, Anchor charts, Google slide for each lesson Student Practice Pages, Answer Key	Morphology Map Graphic Organizer; decodable Morphology passages
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Teachers will introduce and explain, Teach & model, Extra model, Guided Practice examples, and then students will do Independent Practice assignments.	Teachers will use Morphology Map organizers to have students practice using words parts in various ways. Students will then read and identify new word parts and answer comprehension questions about passages
Measure of Success	Students will demonstrate mastery on regular assessments by getting 80% accuracy; students will improve their vocabulary domain in reading diagnostic by end of year.	Students will get 80% correct on morphology maps and comprehension questions on morphology passages.
Description of Funding	General fund,	General fund
Check-in/Review Date	End of each month beginning January 2024	End of each month beginning January 2024

SECTION 6: PROCESS FOR MONITORING PROGRESS AND IMPLEMENTATION OF THE PLAN'S STRATEGIES.*

Describe the process for monitoring the progress and implementation of the plan's strategies.

We will monitor the progress in the following ways:

- 1. Teachers will monitor student progress through curriculum-based unit assessments and specific skill checks throughout the unit.*
- 2. Throughout the year, teachers will monitor progress using the diagnostic tests in Reading (analyzing specific domains) - given at least 3 times a year (September, December, March, and for those on RIMPs May).*
- 3. Teachers also monitor individualized lessons in i-Ready and will assign specific lessons as needed for the students to continue to make progress.*
- 4. Students who are not meeting benchmarks will get small-group instruction and continued progress monitoring.*
- 5. Our small group Skills for Success classes will run for 6 weeks and follow a bi-weekly progress monitoring schedule. Teachers will analyze students' needs based on that data and plan for the next round of small group intervention/acceleration.*

Implementation

1. Tier I: Whole Group Instruction-goal is 80% mastery or above on Unit Assessments (teaching to mastery) Teachers follow curriculum guide which is explicit and systematic and follows scope and sequence based on the Science of Reading.
2. Tier II: Small, homogeneous group instruction and reteach for intervention; small groups for acceleration These small groups last for 6 weeks and then the students are given progress-monitoring check, and teachers will analyze where the students' needs are and change up small groups as needed for each consecutive round. Students can move from one group to another as they make progress.
3. Student Practice-daily opportunities to practice skills being taught with substantive feedback from teachers to correct errors right away and reinforce correct usage.
4. Decodable Readers-Heggerty and RazKids; used to practice reading connected text that is in line with the foundational skills being taught. Teachers assign decodable readers and monitor fluency and comprehension through regular assessments (some live and some recorded). Teachers will offer repeated opportunities to read text multiple times in order to improve fluency and comprehension.
5. Teachers use multimodal strategies and a variety of resources to reach all students.

SECTION 7: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS*

SECTION 7 PART A: STRATEGIES TO SUPPORT LEARNERS*

Describe the evidence-based strategies identified in Section 5 that will be used to meet specific learner needs and improve instruction. This must include a description of how these evidence-based strategies support learners on Reading Improvement and Monitoring Plans (RIMPs).

Explanation of Evidence-Based Strategies:

- Systematic, Cumulative, Explicit Direct Instruction aligned with the Science of Reading (structured literacy)
 - phonemic awareness-Heggerty and Foundations
 - systematic phonics, fluency, vocabulary and comprehension-Fundations
 - Scope and Sequence-both curricula
 - multi-sensory-both curricula, to support all learners; skywrite, tap sounds, Elkonin boxes, using manipulatives, hand motions, etc.
 - providing scaffolded support-both curricula
- Data Driven Instruction-Teachers use data to inform their instruction, guiding them to tailor their instruction to meet the needs of their students
 - Curriculum Based Assessments to monitor progress of all students
 - Progress Monitor students not meeting benchmarks
- Tier I: Whole Group Instruction-goal is 80% mastery or above on Unit Assessments (teaching to mastery)
- Tier II: Small, homogeneous group instruction and reteach for intervention; small groups for acceleration
- Student Practice-daily opportunities to practice skills being taught
- Decodable Readers-Heggerty and RazKids; used to practice reading connected text that is in line with the foundational skills being taught

Foundations Curriculum is aligned with the Science of Reading (and Writing)

- Research and evidence based practices and curriculum is backed by over 30 years of working with students, including students with dyslexia
- Teaches both reading and spelling simultaneously with a multisensory structured literacy approach, which explicitly teaches total word structure
- Lessons provide students with opportunities to put skills into practice
- Lessons are cumulative, teaches students how to use grapheme-phoneme correspondences to decode and spell words
- Corrective feedback gives teachers opportunities to correct errors before they become habits
- Progress Monitoring-throughout each unit using corrective feedback; students are assessed at the end of each unit with a goal of reaching 80% mastery; students not meeting 80% work directly with teacher in a smaller group setting to re-learn skills and then are re-assessed. Embedded progress monitoring means that students who may require a more intensive program (small group, more instruction) can be identified and be given an opportunity to close their learning gaps

Heggerty Curriculum is also aligned with Science of Reading Research

- Direct, systematic, explicit instruction-phonemic awareness instruction has been identified as one of the five components of effective reading instruction; students receive targeted instruction in manipulating phonemes in spoken words
- Supports the bridge to phonics instruction
- Corrective feedback gives teachers opportunities to correct errors before they become habits
- Student practice-daily to reinforce phonemic awareness

Meeting the Needs of All Learners, including students who are on a RIMP

- A strong core structured literacy program supports all students and is evidence based
- lessons are explicit, cumulative and systematic
- opportunities for reteach if mastery is not met
- small group instruction for targeting skills
- lessons are multisensory
- Daily practice and corrective feedback is given
- Gradual release of scaffolding supports

****Under Ohio Revised Code 3313.608**, Districts and schools must create Reading Improvement and Monitoring Plans (RIMP) for a student who is not on-track (reading below grade level) within 60 days of receiving the reading diagnostic results.

****Under Ohio Revised Code 3313.6028(C)** Beginning not later than the 2024-2025 school year, each school district, community school established under Chapter 3314. of the Revised Code, and STEM school established under Chapter 3326. of the Revised Code, shall use core curriculum and instructional materials in English language arts and evidence-based reading intervention programs only from the Department's approved lists. The RIMP continues throughout the student's K-12 academic career until the student is reading on grade level.

SECTION 7 PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES (STRATEGIES TO SUPPORT ADULT IMPLEMENTATION)*

Describe how the district will ensure the proposed evidence-based strategies in Section 8, Part A will do the following:

1. *Be effective;*
 - a. *We will clearly communicate the expectations of this plan with teaching staff*
 - b. *We will align student need to appropriate explicit, systematic instruction and intervention*
 - c. *We will measure and monitor student progress regularly*
2. *Show progress;*
 - a. *We will begin with a baseline for each student (using diagnostic data and literacy tasks)*
 - b. *We will follow a scope and sequence for interventions based on student data/needs*
 - c. *We will monitor progress at least 3 times using literacy tasks and diagnostic scores*
3. *Improve upon strategies utilized during the two prior consecutive school years.*
 - a. *We will assure that all teachers have received training in curricula being used in this plan*
 - b. *We will use baseline data (diagnostic and literacy tasks) to determine students' needs*
 - c. *We will monitor progress at least 3 times a year - but more likely every 6-8 weeks and/or at end of each unit assessment.*
 - d. *We will make adjustments as needed*

***Section headings marked with an asterisk are required by state law.**

SECTION 7 PART C: STAFFING AND PROFESSIONAL DEVELOPMENT PLAN*

Insert a professional development plan that supports the evidence-based strategies proposed in the Reading Achievement Plan and clearly identifies the instructional staff involved in the professional development. Refer to the definition of professional development in the guidance document. Please indicate how the professional development activities are sustained, intensive, data-driven, and instructionally focused. Explain how the district is addressing Culturally Responsive Practice and the Science of Reading in the professional development plan.

Professional Development Plan

1. Kindergarten - Third Grade Teachers: completed required 18-hour Dyslexia Science of Reading PD - Spring 2023
2. Fourth - Twelfth Grade Intervention Specialists complete required 18-hour Dyslexia Science of Reading PD - Winter/Spring 2023-2024
3. Our leadership team will provide quarterly mini-PD sessions on Explicit, systematic teaching for Kindergarten through Fifth grade reading teachers. For example, [Anita Archer Reading Intervention Tips](#) , ["Teaching Reading is Rocket Science"](#), and [SoR and Culturally Responsive Instruction](#) - Zaretta Hammond
4. Leadership team will offer best practices sessions with teachers and provide teachers who are applying best practices opportunities to share what they are doing with the teaching staff during in-house PD sessions.
5. Teachers share what is working in their reading classes with colleagues in Teacher-based-Team meetings as well as Building Leadership Teams
6. Teacher training in Wilson Foundation Phonics curriculum for Grades K-3
7. Teacher training for Heggerty Phonemic Awareness is available on-demand
8. New teachers or teachers new to grade-level ELA assignment will be required to complete training in ELA curriculum.

These professional development opportunities are based on the Science of Reading and give explicit strategies that foster high expectations for all students. We have included PD that addresses how the Science of Reading supports all students and coincides with the curriculum and best practices that our school is using or seeking to implement.

***Under Ohio law (House Bill 33 of the 135th General Assembly Section 265.330 Districts and schools shall require all teachers and administrators to complete a Science of Reading professional development course provided by the Department not later than June 30, 2025.*

****Ohio's [Dyslexia Support Laws](#) require all kindergarten through third grade teachers, as well as teachers providing special education instruction to children in kindergarten through grade 12, to complete professional 18 hours of approved development on identifying characteristics of dyslexia and understanding pedagogy for instruction of students with dyslexia.**

APPENDICES

If necessary, please include a glossary of terms, data summary, key messages, description of program elements, etc.